

CADES HEBRON ELEMENTARY

3783 Green Road
Cades, SC 29518

GRADES K-6 Elementary School

ENROLLMENT 187 Students

PRINCIPAL Mary Thames 843-389-3386

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	58	29	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

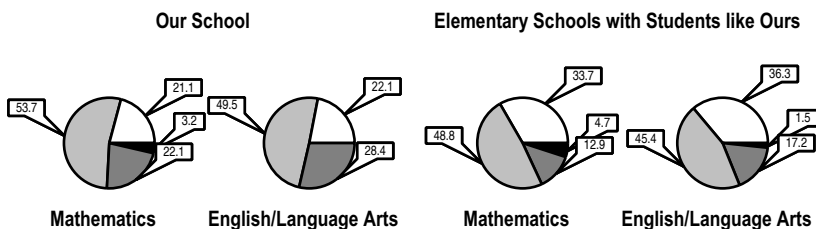
FOR MORE INFORMATION, VISIT WEBSITES AT:




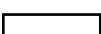
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	16	21	11
Percent satisfied with learning environment	100.0%	100.0%	90.0%
Percent satisfied with social and physical environment	93.8%	100.0%	72.7%
Percent satisfied with home-school relations	87.5%	100.0%	90.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	122	100.0	22.1	49.5	28.4	N/A	28.4	17.6
Gender								
Male	68	100.0	27.8	51.9	20.4	N/A	20.4	17.6
Female	54	100.0	14.6	46.3	39.0	N/A	39.0	17.6
Racial/Ethnic Group								
White	40	100.0	18.2	45.5	36.4	N/A	36.4	17.6
African-American	81	100.0	24.2	51.6	24.2	N/A	24.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	81	100.0	21.5	38.5	40.0	N/A	40.0	17.6
Disabled	41	100.0	23.3	73.3	3.3	N/A	3.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	122	100.0	22.1	49.5	28.4	N/A	28.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	122	100.0	22.5	47.2	30.3	N/A	30.3	17.6
Socio-Economic Status								
Subsidized meals	98	100.0	24.0	52.0	24.0	N/A	24.0	17.6
Full-pay meals	24	100.0	15.0	40.0	45.0	N/A	45.0	17.6

Mathematics								
All students	122	99.2	21.1	53.7	22.1	3.2	25.3	15.5
Gender								
Male	68	98.5	20.4	61.1	14.8	3.7	18.5	15.5
Female	54	100.0	22.0	43.9	31.7	2.4	34.1	15.5
Racial/Ethnic Group								
White	40	100.0	9.1	60.6	24.2	6.1	30.3	15.5
African-American	81	98.8	27.4	50.0	21.0	1.6	22.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	81	100.0	13.8	49.2	32.3	4.6	36.9	15.5
Disabled	41	97.6	36.7	63.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	122	99.2	21.1	53.7	22.1	3.2	25.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	122	99.2	21.3	51.7	23.6	3.4	27.0	15.5
Socio-Economic Status								
Subsidized meals	98	99.0	24.0	57.3	16.0	2.7	18.7	15.5
Full-pay meals	24	100.0	10.0	40.0	45.0	5.0	50.0	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	21	N/A	5.9	35.3	58.8	N/A	58.8
	Grade 4	21	N/A	6.3	75.0	18.8	N/A	18.8
	Grade 5	30	N/A	35.7	57.1	7.1	N/A	7.1
	Grade 6	25	N/A	12.0	56.0	28.0	4.0	32.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	7.1	25.0	67.9	N/A	67.9
	Grade 4	30	100.0	11.5	65.4	23.1	N/A	23.1
	Grade 5	27	100.0	23.5	76.5	N/A	N/A	N/A
	Grade 6	32	100.0	50.0	41.7	8.3	N/A	8.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	21	N/A	5.9	29.4	64.7	N/A	64.7
	Grade 4	21	N/A	23.5	64.7	11.8	N/A	11.8
	Grade 5	30	N/A	21.4	71.4	7.1	N/A	7.1
	Grade 6	25	N/A	28.0	52.0	20.0	N/A	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	33	100.0	14.3	57.1	25.0	3.6	28.6
	Grade 4	30	100.0	11.5	53.8	26.9	7.7	34.6
	Grade 5	27	96.3	41.2	52.9	5.9	N/A	5.9
	Grade 6	32	100.0	25.0	50.0	25.0	N/A	25.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 187)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Down from 5.0%	3.5%	2.4%
Attendance rate	94.4%	Down from 94.9%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.3%	Up from 1.9%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.6%	Up from 18.5%	8.9%	8.0%
Older than usual for grade	2.7%	Up from 2.5%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	68.8%	Up from 50.0%	45.8%	50.0%
Continuing contract teachers	81.3%	Up from 78.6%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.4%	Down from 75.7%	83.2%	86.2%
Teacher attendance rate	93.3%	Down from 93.8%	94.3%	95.3%
Average teacher salary	\$43,025	Up 7.6%	\$39,114	\$39,909
Prof. development days/teacher	11.7 days	Up from 9.1 days	13.1 days	11.4 days

School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio	22.4 to 1	Up from 17.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	86.3%	Down from 87.3%	87.9%	89.7%
Dollars spent per pupil*	\$8,312	Up 24.2%	\$6,129	\$5,892
Percent spent on teacher salaries*	65.2%	Up from 63.9%	66.1%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an excellent year for Cades Hebron Elementary. We are proud of the outstanding accomplishments of our students and staff. Our school and students experienced various achievements. On the PACT, our students had the highest gains of all schools in the Pee Dee area. Our school was chosen to receive the President's Award of Merit for providing outstanding educational services to the poor and needy. We are accredited with the Southern Association of Colleges and Schools.

Students at Cades Hebron Elementary are prepared to be confident, competent, and responsible individuals. Our school is organized to ensure that all students have the opportunity to succeed. In addition to Child Development through 6th grade classes, we serve students from all areas of the district in a trainable education class and a class for children ages three and four with special needs.

Our 21st Century Community Learning Center grant allows us to further meet the academic, social, and physical needs of all children in our after-school program. Character education is taught as students are expected to demonstrate respect for self and others, take responsibility for their actions, and follow established rules. Service Learning projects provide opportunities for our students to serve their community.

We are fortunate to have a dedicated staff and the support of our parents and community to help our students succeed. Our staff, PTA, School Improvement Council, and other community members work diligently to make sure our school is meeting the needs of our students in a positive, safe, and happy environment.

Mary Thames, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.